

Benchmarks

Physical Education at First Level

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Learners practice their movement skills as they learn to move, and can apply these to different contexts including play, games, dance, gymnastics, aquatics and outdoor learning. They are learning to competently manipulate objects with their preferred hand or foot and are exercising more control in their movement and can respond to changes of speed, direction and level. They can combine movement skills and experiment to create new movement patterns and sequences that show an understanding of spatial awareness, relationships and the rhythm and timing of movement.

Learners are inspired by the joy of movement and participate with a continued readiness to learn.

They are continuing to build a language of movement and can respond to simple feedback to improve their physical performance.

Learners enjoy the feeling of moderate to vigorous physical activity. They recognise the importance of this for good health and wellbeing and are aware of the benefits of being physically active. They can describe how the body feels during activity and how it affects their ability to perform. They are developing an understanding of people's varied physical activity abilities and understand some of the reasons why people participate in physical activity, including to have fun, to be healthy, to set individual goals or to belong to a group.

They are learning to cooperate and participate as team and group members demonstrating fair play. They understand why there are rules and routines and can explain how these help to keep themselves and others safe.

They recognise that it may not always be possible to get things right first time and are devising their own learning strategies and trying out different solutions to solve problems to improve their performance.

First Level Health and Wellbeing (Physical Education)

		Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
Physical Competencies	Kinaesthetic Awareness		
	Balance and Control	<p>I am discovering ways that I can link actions and skills to create movement patterns and sequences. This has motivated me to practise and improve my skills to develop control and flow.</p> <p>HWB 1-21a</p>	<ul style="list-style-type: none"> Shows awareness of the space around them and the space of others, and is beginning to use this information to control movements. Shows control over movement in personal and shared space which includes adapting to changes in speed, direction and level. Shows awareness of body parts and body positions when performing a range of different movements.
	Coordination and Fluency	<p>I am developing skills and techniques and improving my level of performance.</p> <p>HWB 1-22a</p>	<ul style="list-style-type: none"> Manipulates parts of the body when moving with purpose. Holds balances in various shapes with and without equipment and describes what helps to maintain balance. Manipulates objects while maintaining balance, for example, receiving and sending a ball with the preferred foot. Links and orders a series of movements with and without equipment to perform a sequence, for example, hopscotch. Moves with purpose demonstrating balance, control and rhythm. Demonstrates knowledge and understanding of what a quality movement looks like, and feels like.
	Rhythm and Timing		<ul style="list-style-type: none"> Demonstrates how to use repeated patterns of movement to create simple sequences, for example, one foot to two feet jumping. Moves the body/parts of the body or objects in response to given cues to create an appropriate tempo, for example, 1-2-3 hop sequence.

	Gross and Fine Motor Skills		<ul style="list-style-type: none"> • Performs movement skills in simple activities, for example, skipping. • Performs movement skills in sequence, for example, jump from bench and cushion the landing while staying in balance. • Demonstrates eye/hand and eye/foot co-ordination required for movement skills, for example, track the flight of the ball with the eyes, then catch it.
Cognitive Skills	Focus and Concentration Cue Recognition Sequential Thinking Prioritising Decision Making Multi-processing Problem Solving Creativity	<p>I am discovering ways that I can link actions and skills to create movement patterns and sequences. This has motivated me to practise and improve my skills to develop control and flow. HWB 1-21a</p> <p>I am developing skills and techniques and improving my level of performance. HWB 1-22a</p>	<ul style="list-style-type: none"> • Focuses attention in more demanding situations, for example, working with a partner or in a small group. • Recognises and responds to both internal and external cues at the same time, for example, follow the leader. • Plans and creates a sequence of actions, for example, bounce the ball three times, then change direction and change how you travel with the ball. • Draws on some prior knowledge to work out the order for dealing quickly with information (or tasks). Repeats tasks in the correct sequence with more precision. • Makes decisions when presented with two or three different options and can explain why. • Takes in and makes sense of two or three pieces of information at the same time from external and/or internal sources, for example, 'Simon Says'. • Demonstrates adaptability when finding different solutions to solve problems. • Combines actions to create movement sequences independently and with others in response to stimuli, for example, music, words. • Demonstrates flair, originality, and imagination when performing.

Personal Qualities	Motivation	I am developing skills and techniques and improving my level of performance. HWB 1-22a	<ul style="list-style-type: none"> • Shows an enthusiasm to participate. Enjoys being challenged. • Recognises and responds to both internal and external motivation to: <ul style="list-style-type: none"> • set targets • achieve personal goals • improve performance. • Identifies and describes reasons why people participate in physical activity, for example, to have fun, to be healthy, to set individual goals or to belong to a group.
	Confidence and Self-esteem	I can follow and understand rules and procedures, developing my ability to achieve personal goals. I recognise and can adopt different roles in a range of practical activities. HWB 1-23a	<ul style="list-style-type: none"> • Has a positive awareness of self as physical competencies improve. • Discusses learning and identifies strengths and next steps. • Responds and contributes to self and peer assessment with respect. • Celebrates, values and uses achievements as part of improving performance.
	Determination and Resilience	I can recognise progress and achievement by discussing my thoughts and feelings and giving and accepting feedback. HWB 1-24a	<ul style="list-style-type: none"> • Identifies and discusses how to be a good winner and cope appropriately with losing. • Demonstrates persistence when facing a challenge and works to achieve a successful outcome. • Recognises a variety of emotions and is developing the ability to manage them appropriately.
	Responsibility and Leadership		<ul style="list-style-type: none"> • Demonstrates a continuing readiness to learn and is developing planning and organisational skills. • Develops a range of strategies to increase self-control when performing independently and/or with others. • Adopts a variety of roles that lead to successful outcomes. • Identifies and discusses the role of leader and the associated responsibilities.
	Respect and Tolerance		<ul style="list-style-type: none"> • Demonstrates how to include others when completing movement tasks. • Engages positively with others to use equipment safely and fairly.

	<p>Communication</p>		<ul style="list-style-type: none"> • Listens to and responds to the ideas, thoughts and feelings of others with respect. Responds appropriately, for example, nodding or agreeing, asking and answering questions. • Demonstrates knowledge and understanding of a range of verbal and non-verbal communication skills and is beginning to apply them when interacting with or presenting to others, for example, uses eye contact, body language and gestures.
<p>Physical Fitness</p>	<p>Stamina</p> <p>Speed</p> <p>Core Stability and Strength</p> <p>Flexibility</p>	<p>I am improving my level of performance and fitness.</p> <p>HWB 1-22a</p>	<ul style="list-style-type: none"> • Participates in moderate to vigorous physical activity and sustains a level of activity that provides challenge. • Describes how the body feels during and after sustained activity. • Describes in simple terms the reasons why people participate in physical activity. • Sets targets for sustaining moderate to vigorous physical activity. • Demonstrates understanding of stamina in simple terms and how it affects health, and ability to perform. • Moves at different speeds and is able to maintain balance whilst changing direction quickly. • Demonstrates short bursts of fast movement from stillness. • Moves parts of the body using different speeds and force. • Demonstrates understanding of speed in simple terms and how it affects ability to perform. • Shows postural control when starting, stopping and changing direction. • Describes where 'core' is and demonstrates how it supports the body. • Holds body weight in a variety of positions. • Uses a full range of movement to perform actions effectively. • Demonstrates understanding of flexibility in simple terms and how it affects everyday life, and ability to perform.